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subject, possibly in none at all. Supposing him to have had most excellent training in one subject only, surely that does not qualify him to judge the character of the work in eleven other different departments, or in one other. Then it is obviously unjust to the teachers and to the public who defray the expense to pay supervisory officials a salary ranging from two to ten times as much as that of the teachers equally qualified for their particular line of work. The archaic and silly methods generally employed by the supervisor in inspecting a teacher's work tend only to emphasize the ridiculousness of the judgment of the work as indicated by the rating given the teacher." [Pages 8, 9, and 10.]

The point of view presented in this quotation is very difficult to combat because personal prejudices of so violent a type are involved and because there are a great many supervisors who undoubtedly are open to some of the charges that are made in the book. One could present arguments for the abolition of the teaching force if one accepted the incompetency of a few people as a basis for the universal treatment of teachers. It is not necessary to deny that there have been mistakes in supervision in order to support supervision. One has only to appeal to the actual experience of well-organized school systems to show how essential is some type of co-ordination of teachers' efforts. The best and most satisfactorily organized school systems should be used as examples by which to judge rather than those in which supervision is failing. That there are hundreds of instances where supervision is working effectively is beyond any possible question. In fact, from the time that Horace Mann began his work in Massachusetts there has been a steadily growing tendency to put all sorts of schools under the control of central offices so that their work may be standardized and systematized.

Later in the book the author demands that teachers shall be selected by a popular committee of citizens. Here again experience is abundant. The time was in the American school system when exactly this form of appointment of teachers was common, and there has been no want of evidence that such a system breaks down of its own weight.

That there will be a better co-ordination of supervision and the judgment of the teaching staff there can be no question, but teachers will have to recognize that they are responsible to the public for a type of work which cannot be organized without central agencies and without standardizing devices that thus far teachers' federations have never been willing to consider.

The example of England in this matter is well worth noting. The teachers have there organized a registration council which is a professional body created for the purpose of developing professional standards and preventing teachers from falling behind in their demands upon one another and upon all of the members of the profession. In other words, even if the teaching profession were freed from the type of supervision which has grown up in this country, it would be necessary for the sake of the profession to devise some new supervisory forms of organization.

Religious education.—Books on various aspects of religious education are apparently being written in unusual numbers under the stimulus of the inter-church investigation of religious methods and Sunday school work. Two such books may be noted as appearing during the last month.

The first book¹ deals with the general problem of educational organization. Mr. Athearn, who is intimately connected with the general investigation being carried out at the present time in the field of religious education as one of its directors, has attempted a survey of the organization of our national educational system. He has brought into this little book references to all of the leading educational movements of the times. He has referred to the reorganization of the schools through the introduction of the junior high school. He has discussed the relation of the board of education to the people of the community and to the superintendent and teachers. He has commented on the scientific movement in education and on the tendencies to introduce industrial education. He has discussed briefly the reorganization of the curriculum. He advocates vigorously in one chapter the enactment of the Smith-Towner Bill for the creation of a federal department of education. All of this will serve to give to readers not acquainted with these movements at least the names of the movements and some notion of their meaning.

The chief purpose of the book seems to be to advocate the organization of a national system of religious education. Various outlines are given of possible ways in which this can be accomplished.

On the whole, the book will doubtless serve the purpose of exciting some discussion. It is not a book that will be of much service to technical groups acquainted with the facts of school organization and administration. It may be of some use to Sunday school teachers and others who are not in direct contact with these discussions.

A second book² from the same publisher has a much less ambitious aim and deals with one particular aspect of the teaching problem. In this book the author has brought together some of the recommendations on story-telling that have been current in secular education for some time and has applied these to problems directly connected with the Sunday school. The book will be suggestive to Sunday school teachers and will lead to an improvement in the story-telling which is an important part of the Sunday school's work.

Advocacy of the public schools.—The *Atlantic Monthly* has been publishing in a number of different forms discussions of the question whether the best education is provided by private schools or by the public schools. Mrs. Sharp's paper which appeared in the *Atlantic Monthly* is reprinted in the form of a book³ and is a strong plea for a democratic education through public schools. She advocates sending boys and girls to the public schools because of the contact which they will thus gain with all of the people in the community. She advocates the organization of a curriculum in the public schools that shall be free from the domination of the higher institutions. She gives some indication of what she thinks this new curriculum ought to be in her advocacy of some kind of a course which will give children a knowledge of the country in which they live and of its institutions.

¹ WALTER SCOTT ATHEARN, *A National System of Education*. New York: George H. Doran Co., 1920. Pp. xi+132. \$1.50.

² MARGARET W. EGGLESTON, *The Use of the Story in Religious Education*. New York: George H. Doran Co., 1920. Pp. x+181. \$1.50.

³ DALLAS LORE SHARP, *Patrons of Democracy*. Boston: Atlantic Monthly Press, 1920. Pp. vii+57. \$0.80.